

T.R.N.C
NEAR EAST UNIVERSITY
INSTITUTE OF HEALTH SCIENCES

PHYSICAL EDUCATION STUDENTS' TENDENCY
TOWARDS THE EXERCISE OF SWIMMING
IN NORTH IRAQ

RANJBAR ISMAEL RAMADHAN GEJ

PHYSICAL EDUCATION AND SPORT
MASTER THESI

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NICOSIA
2017

The Directorate of the Institute of Health Sciences

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GIFING

**DEDICATED TO MY MOTHER, MY FATHER,
MY WIFE, MY BROTHERS AND MY BROTHER'S DAUGHTER**

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ABSTRACT

RANJBAR ISMAEL RAMADHAN GEJ. Physical education students' tendency towards the exercise of swimming in North Iraq, Near East University, Institute of Health Sciences, School of physical education and Sports, Master Thesis, Nicosia, 2017.

This study was designed to investigate the physical education students' tendency towards the exercise of swimming in North Iraq. The study is aimed at identifying the study was to generally identify the trends and tendency of the students towards the exercise of the swimming in North Iraq, and also aimed to find out significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, stage. The study sample consists of 700 students'. The total for males was 396 and females 304, the proportion of males are 57% and females 43% in the exercise of swimming in North Iraq. A descriptive research method was used and employed for the collection of data. Cronbach's alpha was also used to determine the reliability of the variable elements in which desired reliable variables have Cronbach alpha values that range from 0.7-1. The data was collected, computed and analyzed by the use of SPSS program. The findings of the study showed that Individuals of research sample have the trends and tendency towards the exercise of the swimming. The results also showed there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to gender (male and female), and the found that there are no significant differences in the physical education students' tendency towards the exercise of swimming according to age; it was also found that this result is consistent with the concept of hypothesis. Also, there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to marital status (single, married). The found that there are no significant differences in the physical education students' tendency towards the exercise of swimming according to stage; it was also found that this result is consistent with the concept of hypothesis. Conclusively, the study finds that Individuals of research sample have the trends and tendency towards the exercise of the swimming

Key words: Swimming, Sport Education, Swimming Exercise.

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CHAPTER 1

INTRODUCTION

Swimming play a significant role for all students, live sports participation is a positive experience, student sport participation may be influenced by numerous factors such as teachers, trainers and officials, all these factors can play a crucial role in influencing awareness and behaviours in during academic life regarding physical activity and sports participation for together male and female (Eccles & Fredricks, 2004). there a vast amount of research into, the province of competitive youth sports that signalize, that student who become involved in sports are mainly influenced by the effective, roles and behaviours of coaches (Côté & Hay, 2002). The function of the coach as professional aid may surely be important that informal role of the students' awareness and behaviour are almost significant of indeed students' involvement and awareness have been consistently and strongly linked with motivation and self-perceptions (Fredricks & Eccles, 2004). Findings propose that students' tendency towards swimming play an important role in the student's affective, experience of extracurricular activities (Anderson et al., 2003). That both tendency and awareness play a critical, though slightly different, role in a young athlete career development (Wuerth et al, 2004).

Teachers and professional coaches have the capability to produce positive behaviour and promoting their student athletic and personal development over sports, teachers and professional coaches have been recognized as critical providers to their student sport, experiences and as climacteric contributors, to the Olympic achievement of elite athletes (Gould et al., 2002), over-involvement includes teacher, over-emphasizing winning by having, unrealistic performance expectations in fact, than promoting their student's happiness, health and personal development (Gould et al., 2006). involvement may increase student anxiety of lower their self-esteem and self-confidence, minimize their enjoyment, and eventually contribute to student dropping out of sport (Gould et al., 1996), active participation in physical activity promotes, the development of positive habits enhances healthy lifestyles have implications for health, provide psychological health benefits (Haskell et al., 2007), these benefits include the enhancement of physical wellbeing of psychological wellbeing (Dilsad, 2013),

psychosocial health, while it decreases the impress, of psychosocial problems (Kiess et al., 2001), further enhances cognitive function, self-efficacy (Mazzeo et al., 1998), promotes sociological and environmental health (Kohl & Hobbs, 1998), enhances quality of life (Gill et al., 2013), active student encourage better at health related physical, fitness activities when compared to inactive students and physical inactivity is becoming a major concern globally (World Health Organization, 2011).

Meanwhile, other sporting activities such as football and gymnastics course are also offered at universities in Kurdistan. Thus they serve as optional courses to swimming and their participation ratio in these sports has been relatively high as dissenting to swimming. This implies that there are facilities or favourable attributes about these electives that are drawing more student participants to them as opposed to swimming. This was augmented by the study conducted by Stewart and Hopkins (2000), Zeng et al (2011), which showed that more athlete sportsmen can be attracted to participate more to a certain sports discipline when favourable participation conditions are made available. Meanwhile, events that have transpired in Kurdistan have shown that most Iraq students are not totally vested on the existence of swimming as a course especially in universities around Kurdistan (Gnanendran, et al. 2011). Such lack of awareness can be said to be a prime factor that hampers sport participation developments. This is evidenced by the study results obtained by Pavlović and Idrizović (2013), which showed that low sport participation in most nations, is as a result of lack of awareness among potential sportsmen. This is also compounded by the idea that there is lack of motivation towards swimming in Kurdistan. Such is true considering that most Kurdish nationals are more into football as compared to swimming (Milanović, et al., 2013). On the other hand, Kurdish people are deemed to be more social and hence promoting swimming as a sport can actually leave a long way in enhancing player engagement in swimming as a sports discipline (Rahim 2004; Shawaz & Mohammad, 2013). It is however vague how students' tendency in Kurdistan will affect their participation in swimming. This stems from the notion that a significant number of studies that address the linkage between student tendency and swimming are more inclined in western economies such as the United States of America. This study

therefore seeks to examine the effects of student tendency towards swimming in relation to Kurdistan.

1.1 Research Problem

Determining and clarifying associates of students' physical education sport exercises contribution are significant to promoting existent students' tendency of swimming. Moreover, student tendencie are considered to be key, element affecting physical activity participation, students with positive tendency toward swimming are stated to be more likely to contribute, in swimming activity outside of university and illustrate higher activity than students with less positive tendencies, towards swimming. Encouraging students' positive tendencies toward swimming would be conducive to the promotion of existent contribution of students, this research aims to identify the trends and tendency of the students toward the exercise of the swimming and assess the lack of swimming facilities that affect the students in exercise of swimming.

1.2 Research Questions

- The research`s questions that were addressed to guide this study are:

1. What are positive trends of the students towards the exercise of the swimming in North Iraq?
2. Are there any significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, classes?
3. Are there behavioural traits of students such as fear and lack confidence cause people to dislike swimming?

1.3 Importance of this study

-The importance of this study includes:

1. Constructing an argument as to the physical education students' tendency towards the exercise of swimming
2. Differences amongst university students who are interested to read scientific research to improve the education and training of swimming

1.4 Research hypotheses

1. There are positive trends and tendency of the students towards the exercise of the swimming in North Iraq.
2. There are significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, classes.
3. There are behavioural traits of students such as fear and lack confidence cause people to dislike swimming.

1.5 Aim of the Study

The aim of the study was to generally identify the trends and tendency of the students towards the exercise of the swimming in North Iraq.

This study is also aimed to find out significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, stage. And his study is also aimed to find out students behavioural traits obtained from the questionnaire.

1.6 Scope of the study

The study dwells on both human sphere and spatial field drawn from faculties of sports education in North Iraq. In addition, huge focus is placed on Sulaymaniyah University, Salahaddin University, Halabja University, and Garmian University. The study period spanned from the academic year 2016 – 2017.

1.7 Justification of the study

The study is a partial fulfilment of the requirements of a Master's degree in Physical Education and Sports Teaching at Near East University. In addition, the study also contributes to existing literature sources pertaining to sports education. Moreover, this study is one of the insufficient studies that address physical education aspects in relation to swimming in the Middle East Region.

1.8 Organization of the study

The research consists of five chapters; First chapter consists of consists of introduction, research problem, research hypothesis and the aim of the study, the second chapter consists of Literature Review, that looks into various studies and theories of students' tendency, behaviour and involvement in swimming that previously have been studied by various scholars and researchers and theoretical framework. Third chapter consists, of methodology that researcher uses, research design, research method, duration of the study, population and target population, sample size, method of sampling and instruments. Fourth Chapter consists, of data analysis and results and the last section conclusion, recommendations.

CHAPTER 2

GENERAL INFORMATION

2.1 Students' tendency and involvement in swimming

Students' tendency and involvement is characterized as the degree to which students are intrigued, learn about and play a dynamic part in sports (Holt et al., 2009). It has been established that in the scholastic field there is linear relationship between Students' understanding of stress, tendency and involvement (Helmsell, 1982). Students who reasonably participate in sports tend to worry less as compared to those individuals who are over and under included. Depicting the connection amongst students and propensity towards, swimming, however by putting, the games setting, proposed that there must be an ideal level of understudy association in youth sports. Hellstedt initially contemplated students' inclination towards swimming through the inclusion of the framework hypothesis into sports setting, and this brought about an elucidating model composed of three classes, under involved, moderately involved in swimming in his first classification. Hellstedt portrayed that over included students are those that are excessively involved in swimming games encounters and execution, have a tendency to spend a tremendous measure of time watching instructional courses, and they generally compete. Over involved students have dreams, of notoriety and extraordinary achievement, and their ability as a speculation for the future, wind up noticeably Olympic or WC gold medallist. Also, this kind of understudies is described by being, domineering with mentors and different individuals inside the club. According to Stein et al. (1999), in view of Hellstedt's depiction, over included students are centre on winning and achievement, as opposed to aptitudes, satisfaction, wellbeing and self-improvement.

The second class by Hellstedt alludes that the fundamental worry of this sort of students is to make a helpful harmony between propensity towards swimming, and coaches. They compete and practice but they leave the instructing part, totally up to the mentor. Hellstedt concluded by depicting that those that are under involved games are the sort of students who demonstrate almost no enthusiasm for sports interest and athletic advance. They need venture of passionate, money related, and viable vitality, in

sports exercises. Assembling everything, Hellstedt proposal is that direct students' mindfulness, and association is perfect, as it advances a more advantageous connection between students' mindfulness and inclusion in swimming. On the other hand, over or under involved students' contribution makes negative condition for the understudies. It will probably decrease understudies' pleasure and in the meantime, to expand their anxiety level, in connection to their games, cooperation. The significance of students' contribution was underlined in a current meeting based investigation (Lauer et al., 2010).

The point of the study was to investigate, the part that students play in creating proficient swimming players, and, particularly, the full exhibit of uplifting and negative states of mind and practices that impact ability and improvement in swimming. Participants in this examination talked about top to bottom, the positive and negative practices students shown amid, the lesser swimming years, the investigation uncovered that positive understudies, inclusion included different types of support, sincerely canny discourses, and building up the understudies mentally, and socially through swimming. Then again, negative student practices encompassed negative and basic, pushing, underlining winning, and ability improvement over different spaces, of the understudies' life, and utilizing controlling conduct to achieve swimming objectives, the outcomes demonstrated that positive, and negative understudies conduct, happen amid the formative stage, early and center years, bolstered discoveries that immediate understudies association for the most part happens in the early and prime years of athletic ability or advancement (Côté's, 1999).

2.2 Students' behavior towards swimming

Students distinguished positive conduct, towards swimming as key variable for spurred conduct, as a noteworthy explanation behind their swimming support, and as key indicator, of their swimming duty (Weiss et al., 2001). Clearly, there are a few variables basic conduct among, youthful competitors at various ages, look into from an assortment of hypothetical viewpoints, and have demonstrated that one of the best indicators of understudies' proceeding with association, and happiness in swimming is

the advancement the characteristic versus, an outward inspiration condition (Brustad, 1996; Eccles & Harold, 1991).

Students' conduct variables were predictable between age gatherings, inherent elements of individual accomplishment and aptitudes change were appraised as most imperative, trailed by social components, being with colleagues, while outward or result related elements, winning and fulfil others, were evaluated as less vital. From that point forward, a few examinations have appeared, the significance of dynamic understudies' advantage, frequently demonstrating a fitting measure of support and consolation can build conduct, and in addition to what extent, understudies remain included in swimming (Fraser-Thomas and Côté, 2009; Morgan and Giacobbi, 2006). For example, less students' weight was observed among youthful male and female, practicing swimming, the more noteworthy their happiness regarding the swimming (Brustad, 1988). The examination by Anderson et al. (2003) proposed that understudies weight is a noteworthy negative indicator, of swimming action pleasure; as understudies weight expanded, detailed happiness decrease. Woolger and Power (1993) additionally recommended that grown-up's folks and mentors are two of the more grounded impacts on swimming delight, and through their investigation on youthful swimmers; they showed a positive connection between's understudy, satisfaction in swimming and accomplishment. Stein et al. (1999), by presenting an alternate point of view, about understudy positive conduct, contended that nature of association is more vital, than the measure of inclusion, they demonstrated that understudies, who announced higher rates of, saw nature of games contribution, making the most of their games more, we can presume that level of understudy inclusion, consolidated with nature of contribution impact wear interest, and delight, the significance of positive conduct towards, swimming can be accentuated by the way that satisfaction is an essential component in a few games, inspiration speculations, for example, fitness inspiration hypothesis (Harter, 1981), don responsibility show (Scanlan et al., 1993) and the game accomplishment objective hypothesis (Nicholls, 1998), his game accomplishment hypothesis, Nicholl's suggested that people, vary regarding the criteria they, use to characterize achievement and assess their capability, and that these distinctions are reflected by two objective introductions: conscience and errand, arranged people have a

tendency to characterize accomplishment through aggressive circumstances, and when they have shown improvement over others, conversely, undertaking focused people feel achievement, and happiness when they enhance their aptitudes, or learn new assignments.

Morris and Kavussanu (2009), undertook an examination of youthful British competitors, and demonstrated that in various levelled relapse investigations, undertaking/sense of self arranged objectives were, the most essential indicators of competitor's pleasure. They found that errand approach objectives emphatically anticipated pleasure, and contrarily anticipated fixation interruption, and stress, in a later report attempting to help the mentor's relationship in youth sports highlighted the significance, of advancing dominance atmosphere by both guardians and mentors. Therefore, understudy swimming, pleasure is unequivocally related with the level of accomplishment. Modestly included to advance student delight, and more fulfilment, contrasted with over-, and under involved guardians. What's more, great nature of inclusion can, advance understudy's delight by making dominance atmospheres, and stress more on the significance of characteristic motivational, rewards contrasted with outward accomplishments and prizes (Smoll et al., 2011).

2.3 Students' Anxiety towards swimming

Anxiety is for the most part characterized as an enthusiastic reaction, comprising of subjective concerns and physiological, excitement to saw danger (Smoll and Smith, 1996). In this manner, don uneasiness is framed by both, subjective and substantial excitement. Intellectual Anxiety is identified with stresses, negative musings, and desires; though physical nervousness speaks to, the physiological segments related with autonomic excitement expanded heart rate and muscle strain, looking at the practices on understudy tension level towards swimming, and juvenile pre-focused nervousness, found a positive connection between understudy weight, and uneasiness in swimming players (Bois et al., 2009).

A few examinations have demonstrated that there is certain connection between student desires, and achievement, and satisfaction in swimming (McElroy and

Kirkendall, 1980; Scanlan and Lewthwaite, 1985). Working with youthful swimmers, Power and Woolmer (1994) found a non-linear connection amongst desires and student ability to swim; High and low desires were related with less, excitement from understudy, while a middle of the road level of desire was related with understudy's most abnormal amount of eagerness for swimming, a few different examinations have demonstrated that desires can progress toward becoming wellspring of stress, and weight that can meddle with their understudy's support in wear (Scanlan et al., 1991; Weiss, et al., 1989).

Collins and Barber (2005) established that students who saw their educators to ascribe more prominent significance to doing admirably had more noteworthy, certainty yet higher psychological tension than students who saw their instructors to put, less significance on doing great but no relationship was found between levels of perception, educators' contribution, and pre-aggressive nervousness. Bois et al. (2009) announced a positive connection between pre-focused nervousness and swimming practices, more particular, it was discovered that mandate conduct, and weight were emphatically connected with pre-aggressive uneasiness for all swimmers, all in all, youthful competitors have revealed over-included as a wellspring of stress (Reeves et al., 2009), the measurement of instructor level of association incorporates, the component of educators, or mentors desires, and additionally the component of stress seen by the understudies, this supposition emerges from the way that over-inclusion incorporates over-underlining winning, having implausible, execution desires, or giving inordinate feedback following rivalry, Obviously, there is a thin line amongst satisfaction, and tension in understudy sports area, all around archived that methodologies and practices can impact understudy's games encounters in a positive or negative way. Two of the primary elements keeping up the harmony between understudy brandish delight, and uneasiness are the level, and the nature of understudies' association. Advancement of propensity towards swimming, and in the meantime undesirable emotions; lessening can be cultivated by decreasing the space between understudy needs and mentors needs. That is the reason it is vital to investigate how understudies see the contribution, and how they really wish them to act, and being included inside their games area (Gould et al., 2006).

2.4 Psychological Skills

Studies have explored the connection between mental aptitudes and focused nervousness, inspected the power, and heading of aggressive state uneasiness as an element of 'high and low' mental ability, use in non-world class swimmers. Discoveries demonstrated that entertainers who announced more noteworthy utilization of unwinding procedures experienced lower levels of anxiety, and deciphered side effects as more facilitative to execution, than their low use partners. Comparable outcomes

were found by Maynard and partners who utilized an intercession approach with non-world class soccer players (Fletcher and Hanton, 2001).

The unwinding procedure embraced was discovered to diminish the force of nervousness indications and increment facilitative understandings of side effects, and levels of self-assurance. Different examinations that have received the utilization of mental aptitude based intercessions, mental symbolism, have revealed increments in facilitative translations of manifestations, last line of request has been to analyze the impacts of multimodal mental ability bundles upon side effect understanding (Hanton and Jones's, 1999).

Numerous gauge configuration utilized a consolidated objective setting, symbolism, and self-talk bundle with tip top swimmers who were weakened by subjective and substantial indications. No progressions were accounted for in the power of side effects yet increments happened in facilitative elucidations, self-assurance and execution, utilizing a comparable mental aptitude bundle mix indicated increments in encouraging understandings of side effects, self-assurance, and execution in a test versus control gathering of junior tennis players. Taken together the examinations that have considered the impact of mental abilities upon indication understanding, recommend that non-first class competitors utilize principally unwinding procedures to decrease, and decipher uneasiness force levels as facilitative, depending negligibly on other mental aptitudes interestingly, world class competitors seem to keep up their power levels and utilize a mix of mental aptitudes, including objective setting, symbolism, and self-talk methodologies to rebuild the elucidation of their manifestations as facilitative (Hanton and Jones, 1999).

2.5 Achievement Motivation

In spite of the abundance of examinations that have inspected the connections between motivational builds, accomplishment objective introduction, and the consequent full of feeling reactions, in their investigation, Ntoumanis and Biddle analyzed accomplishment objective introductions, saw motivational atmosphere, and

view of the power and heading of aggressive state nervousness, no critical connections were found between errand introduction and course, the impact of sense of self introduction on the force and bearing of intellectual and substantial tension through self-assurance, no huge connections were found between motivational atmospheres, and focused uneasiness force, and bearing. These discoveries propose that motivational atmospheres may indirectly affect full of feeling reactions through, the diverse objective introductions, while fearlessness again has all the earmarks of being a capable develop in helping entertainers adapt to the weakening impacts of stress (Ntoumanis and Biddle, 1998).

2.6 Competitiveness

Another motivational development was analyzed in connection, to nervousness understanding, is the aggressive introduction or intensity of the entertainer. Here aggressiveness alludes to the yearning to enter, and make progress toward achievement in wearing rivalry (Gill and Deeter, 1988). The primary observational examination high and low focused introductions no distinctions in the power of the psychological, and substantial side effects were accounted for, or in the physical side effect elucidation, the higher aggressive gathering evaluated subjective anxiety manifestations as more facilitative to execution than the less aggressive gathering (Jones and Swain, 1992).

2.7 Gender effects

Examinations that have analyzed the impacts of sexual orientation upon the power of the focused tension reaction have by and large discovered that females, report more elevated amounts of aggressive state and quality uneasiness, than guys have straightforwardly inspected sex contrasts, in side effect understanding (Perry and Williams, 1998). Correlation of cutting edge, moderate and fledgling male, and female tennis players, the developers detailed no distinctions in subjective or physical anxiety force. Generally, however, guys reported more facilitative elucidations of their subjective and physical reactions when contrasted with their, female partners. Perry and William's discoveries propose that male competitors may differ in their utilization of

subjective procedures, for managing their separate precompetitive encounters. One clarification for these distinctions could be because of the reality guys likewise detailed more prominent levels of fearlessness, than females, which may somehow have helped them to ensure against incapacitating manifestation translations (Hardy et al., 1996). Then again, it has been recommended that females have more ability to report their emotions than guys; especially those of an unsavory nature Females, may along these lines probably show a more precise impression of their side effects as they feel a more noteworthy social worthiness, of detailing nervousness (Jones, 1990).

2.8 Arousal-based approaches

Primary request endeavored to decide the tension execution relationship through excitement based clarifications, drive hypothesis (Spence and Spence, 1966). Indicated that an expansion in drive or, excitement was related with a direct increment in execution giving that the educated predominant reaction was one of right aptitude execution this approach was superseded in wear brain science, by the rearranged U speculation (Oxendine, 1970). That depicted the connection amongst excitement, and execution through a transformed U (Anshel, 1990; Landers & Arent, 2001). Increments in excitement up to an ideal level were proposed to bring about positive execution picks up, past which execution decrements happened. Ideal levels of excitement were additionally proposed to be subject to the kind of errand, with more intricate, assignments requiring lower excitement levels for ideal execution (Landers & Arent, 2001). Regardless of their 34 Stephen D. Mellalieu, Sheldon Hanton and David Fletcher instinctive interest, drive hypothesis and the rearranged U speculation have been reprimanded, for their oversimplified nature and an inability to clarify how, excitement influences execution (Kerr, 1993). A current approach that records for the positive perspectives, of the excitement execution relationship is that of inversion hypothesis, the hypothesis proposes, that inspiration is affected by changes or inversions between, four combined exchange meta-motivational states. In a telic state, high physiological excitement will be translated as nervousness; though in a state, high physiological excitement will be experienced as fervor (Apter, 1984). Harmony in the coveted meta-motivational state is accomplished, when insignificant contrasts emerge between a person's favored, and real excitement state. Likewise, dependent upon the apparent

delight or hedonic tone of the individual, entertainers can all of a sudden invert from the experience, of high excitement as fervour to one of nervousness (Kerr, 1997). Dissimilar to the rearranged U speculation, large amounts of: physiological or felt excitement may not consequently prompt inconvenient execution results, and may really be advantageous. Albeit some bolster exists for the precepts of inversion hypothesis (Kerr, 1997), and the way that it endeavors to, clarify the more positive parts of the person's focused full of feeling knowledge, the approach has been proposed as offering little as far as clarifying how and why nervousness through, changes in excitement states may influence engine execution (Woodman and Hardy, 2001).

2.9 Psychological Momentum in Sports

Momentum refers to much of the time that is connected to portray individual or group activities execution, obviously; there is writing in the field of games brain research that talks about this sort of energy" Within athletic rivalry, mental force has been depicted in the easiest shape as winning the primary match or scoring first more mind boggling; meanings of mental energy are multidimensional and join an assortment of mental develops (Iso Ahola and Mobily, 1980). energy as changes in the impression of occasions that happened ahead of schedule in a given rivalry and the effect of those occasions on ensuing amusement play, characterized as subjective, and physiological changes, in conduct that are related with better or more awful achievement later in the diversion. A model of mental force in sports in which energy is represented by changes in accelerating occasions, and changes in behavioral ingenuity and execution adjusting shot choice, which result in changes in the conduct of the objective individual: or group and the rival. As may be normal from the differing routes in which energy has been conceptualized and evaluated, look into in sports brain research has exhibited far reaching comes about the degree to which certain "factors influence force (Taylor and Demick, 1994). These outcomes found that scoring first or winning the primary time frame was related with winning in 66.5% and 72.5% of cases, individually. These outcomes are, obviously, correlational, the same number of different factors can influence 'the result of an amusement; yet the outcomes are like; different outcomes including singular games execution scoring first in a tennis match builds the likelihood of winning that match (Gayton, Very and Hearn 1993).

2.10 Psychological benefits of Physical Exercise

Initially a short survey of the physical, and mental advantages of physical exercise was done so as to give the peruser' a comprehension of the sorts of results that have been related with physical exercise. Next, we expect to show two objective situated hypothetical structures that are routinely connected to physical exercise, and depict mediation segments that guide onto these hypothetical' systems. Past expanding execution, routine physical exercise has various advantages for wellbeing and prosperity over the life expectancy. People who are all the more physically dynamic have a lower danger of 'cardiovascular and Cardio respiratory' malady disease, degenerative bone conditions, endocrine framework issue, and the pessimistic physical related with stoutness (Folsom et al., 1997; WHO, 2004). Notwithstanding larger amounts of physical wellbeing, people that are physically dynamic additionally encounter noteworthy mental advantages. One territory of late; investigation is the effect of physical exercise on hippocampus volume and memory. Creature models have exhibited huge increments in cerebrum determined element, hippocampus volume and memory in rats that connect with physical exercise (Van Praag, 2008), an intercession trial of endorsed direct physical exercise 40 min for every day \times 3 days for every week showed huge healthy changes in hippocampus volume among already stationary grown-ups; giving preparatory confirmation 'that physical exercise is connected to focal sensory system working and ensuing mental' capacity (Erickson et al., 2011).

So also, a 13-week practice mediation examine in overweight youngsters showed noteworthy; upgrades in psychological capacity with a dose– reaction impact (Davis et al., 2011). Results demonstrated that kids in practice assemble prove fundamentally more prominent, changes in official working contrasted with a control gathering. What's more, the specialists found a dose–response impact for both science accomplishment scores, and official working, demonstrating that 40 min of activity created better advantages than 20 min of activity. Taken together, these investigations propose that many organically interceded mental; advantages of physical action are accessible past the physical medical advantages of activity. Physical exercise likewise

impacts various subjectively, experienced mental builds. Routine physical exercise seems to help reduce wretchedness truth be told; the confirmation for the effect of physical exercise on dejection is convincing to the point that some have called for physical exercise mediations as essential or adjunctive medicines, for clinical despondency (Fox, 1999; Walsh, 2011). Personal satisfaction likewise indicates guarantee as one of the factors that is most delicate to change in sound way of life intercessions. In a current meta-examination of physical exercise intercessions, take note of that these mediations were not intended to adjust specifically. This implies physical exercise; gives an immediate advantage on notwithstanding when intercessions hold changes in different factors as their essential concentration recuperation from myocardial infarct. The finding that physical movement mediations create changes in is reliable with some unmistakable; work demonstrating that kids who are more dynamic amid the school day encounter better regardless of their weight status, a ramifications of these examinations is that taking part in physical action notwithstanding when a sickness, or physical wellbeing process is included can determine essential subjective mental advantages (Conn, Hafdahl and Brown, 2009).

2.11 Literature Review

An investigation was conducted by Burroughs (2017) and the reason for this subjective examination was to investigate youthful grown-up females' past physical action encounters, and how these encounters have impacted members' present states of mind and practices towards wellness. The gathered from 12 female understudies between ages 17 and 24 from the Faculty of Education and the School of Kinesiology and Health Studies (SKHS) at Queen's University, Canada. The information were broke down utilizing a topical approach. All members occupied with physical movement as kids; be that as it may, those ladies who were less physically dynamic at the season of the investigation encountered a diminishing in wellness levels amid youthfulness. As of now, the three understudies who were less dynamic started to see singular contrasts in athletic capacity. As their physical capacities were seen as less created than that of their associates, they began to feel unsure when performing in physical training classes.

Parental support likewise diminished for the Semi-Active Students, as guardians had a tendency to organize scholastics. The Active Students kept on being physically dynamic and were essentially spurred by their characteristic enthusiasm for sports. Positive input from educators and mentors were additionally powerful. Albeit certain parts of these subjects influenced ladies in various ways, comparable patterns among the Semi-Active Students and the Active Students risen up out of the information, exhibiting suggestions for future research and practice.

The investigation by Pomeschikova et al. (2016) being developed of ways to deal with change of coordination capacities of understudies with solid skeletal device issue under impact of arrangement of activities and diversions with ball. The outcome evaluation of space introduction demonstrated underestimation of bio-kinematic connections' relationship. It was discovered that the best engine working recovery mean was worked out by us arrangement of activities and recreations with ball, the heaviness of which changed relying upon the errands to be settled. Activities and amusements with little ball ended up being the best for development of coordination. They guarantee improvement of fine engine capacities and are the most open in space time and power impression of load.

In an examination by Gnanendran et al. (2011), the scientists pondered the measure of training endeavored by helpful students, clinicians, and diversion specialists with the National Australian Physical Activity Guidelines. A minute point was to balance perspectives with work on controlling as preventive medicine among school and jog based specialists. The investigation setting was a school remedial school and a recreations science sports arrangement center. A 20-thing overview was done by 216 individuals, 131 restorative understudies, 43 clinicians and 37 sports analysts. Self-uncovered physical activity inclinations, work on directing practices and perspectives towards preventive pharmaceutical were overviewed. The physical development endeavored by most respondents 70% met National Australian Physical Activity Guidelines. General specialists had essentially cut down consistence rates with National Australian Physical Activity Guidelines than various specialists. Most of clinicians and remedial understudies 54% were less unique now differentiated and levels of activity grasped going before graduate get ready. Most specialists 68% declared they as a less

than dependable rule inspect physical development with patients. Strikingly, most of non-therapeutically qualified respondents 60% said they never look at physical development with their authority. Most respondents 70% had motivational attitudes to work on prompting. Games specialists and respondents who were especially unique in youth had more motivational perspectives to work on coordinating than others. Prosperity specialists in this audit were more powerful than the general open; however solid practice inclinations tend to debilitate after the start of restorative planning. Notwithstanding the fundamental piece of authorities in prosperity headway, the level of work on coordinating to patients is low.

An examination was completed by Milanović et al. (2013), the purposes of this investigation was to choose the essentialness that school students give towards physical development, to perceive those amusement practices that school students slant toward and would should be required in, and to choose the qualifications in perspective towards particular recreations practices regarding sexual introduction. The audit was coordinated using an example of 190 age 18 ± 1 year indiscriminately picked school students 108 females; 82 guys that are at show heading off to the first and second year of building and geodesy and who also go to physical direction classes. The results showed that school understudies were outstandingly particularly instructed about the essentialness of physical practice and beguilement. Taking all things into account, when it went to their relationship in various wearing activities, the surveys showed that practically 57 % of the school students don't generally put their vitality appreciating any diversions and recreational activities. On the other hand, authentically tremendous differentiations were found among men and women to the extent assurance and interest in diversion practices in perspective of the completed survey. In light of the got data, the school understudies were offered wear events solid with recreations designs, taking after the longings and interests of specific social affairs concerning sexual introduction.

An examination was completed by Howard, perceiving and understanding interfaces of school youths' physical direction development speculation are essential to propelling present and profound established physical activity enthusiasm of children.

Among various components, youths' perspectives are believed to be a key segment affecting physical activity intrigue. Youths who have more persuasive demeanours toward physical development are represented to most likely share in physical activity outside of school and display higher physical activity totals than those with less elevating perspectives. Empowering children's inspiring demeanours toward physical activity would be useful for the progression of present and profound established physical development support of children goes for to take a gander at auxiliary school understudies' perspectives toward Physical Education Activity and their amusements practices slants. Approach: Participants were 1,317 students in assessments 9-twelfth 603 young fellows and 714 young women from five urban state subsidized school district. The Physical Education Activity Attitude Scale balanced variation was used for data amassing. One-way ANOVA revealed that the five most shocking scores were Items 2, 16, 11, 18 and 5 on the PEAAS. Occurs: The general mean score 70.160 ± 3.948 exhibited positive ATPEA for the individuals. The free assembling ANOVAs perceived immense differences in ATPEA scores in regards to individuals' sex, ethnic get-together and Socio-Economic Status (SES), Young women scored higher than young fellows in Items 2, 13 and 15. Caucasian understudies scored higher than other four ethnic social occasions in Items 8 and 10. Understudies with focus SES scored higher than understudies with low and high SES in Item 2. Conclusion: The current ATPEA status of the individuals has every one of the reserves of being certain. There are some basic segments that structure the individuals' ATPEA. These factors are related further bolstering students' perception, good fortune, ponder physical preparing activities and recreations works out (Howard et al., 2011).

An examination was done by Pavlović and Idrizović (2013) and hypothetical, the standard focus of the investigation is to test the level of data and perceive students' perspectives about the use of unlawful substances sedates in recreations. The survey consolidated a total of 100 students, of which 50 students were from the Faculty of Physical Education and Sports in Eastern Sarajevo and 50 understudies from the Faculty of Sports and Physical Education from Niksic. Third and fourth year students took an intrigue, 76 men and 24 women. As a technique for party the essential information an obscure survey was used, with 13 doubtlessly portrayed inquiries (11 close sort request

and 2 open-completed sort questions) which were related to the specific data and perspectives about the usage of doping substances in amusements. It is basic to take note of that 80% of the individuals required in any amusement preoccupations, sports, contentious system, skiing and tennis, one of a kind places of competition. The obtained results are germane for the overall marker of care, learning and demeanours of students about the growing issue of the present day shake that is called doping.

The investigation by Dunlavy (2008), attempted an investigation of college students' mentalities towards physical movement and the significance of physical action. The investigation included the utilization of clear measurements and the outcomes demonstrated that physical exercises are a vital component in sports. The outcomes additionally demonstrated that student inclinations were to some degree affected by certainty and dread levels among sportsmen.

This was additionally strengthened by ponder comes about built up by Ghofrani and Golsanamlou (2012), which analyzed students' view of physical instruction courses and inclinations and its association with their cooperation in wear exercises. The discoveries uncovered that positive students' discernment positively affect sports investment (Ghofrani & Golsanamlou, 2012). The investigation increases examine comes about by Dunlavy, the impact of things, for example, certainty, dread and absence of data towards sports cooperation (Dunlavy, 2008).

Nikos attempted a meta-investigation of saw locus of causality in exercise, don, and physical training settings. A meta-investigation utilizing 21 distributed articles upheld the presence of a self-assurance continuum from outer control to introjection and distinguishing proof. Also, way investigation of redressed impact sizes upheld the intervening, impacts of saw locus of causality on the connection between saw ability and expectations. Results are talked about with reference to the presumptions of self-assurance hypothesis, Vallerand's various leveled model of inherent/extraneous inspiration, and speculations of behavioral expectations. The examination comes about suggested that understudies' longing to members in sports and physical instruction are an element of saw skills, certainty or dread related viewpoints (Nikos et al., 2003).

Bailey attempted an examination to analyze the instructive advantages and propensities guaranteed for physical, training and school brandish. The outcomes demonstrated that the instructive advantages guaranteed for physical training and school brandish. The discoveries additionally demonstrated that the instruments by which PESS may add to subjective and scholarly advancements are scarcely caught on. There is, in any case, some powerful confirmation to recommend that, physical movement can enhance kids' focus and excitement, which may in a roundabout way advantage scholastic execution. Therefore, these are firmly accepted to be the significant influencers of understudy investment in physical instruction and games. On the other hand, it is noticed that advantages are what drives understudy inclination to take part in wearing exercises (Bailey et al., 2007).

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter primarily describes the methods used to gather and analyse data. Primary data to Students trend toward the exercise of swimming pool in sport education faculties of North Iraq. A structured questionnaire was designed to collect data from students. A structure questionnaire is a type of questionnaire which is definite; its questions are concrete and pre-determined. All questions contained in this type of questionnaire are presented in the same formatting to all its respondents. The form of these questions may be opened or closed ended (Kothari, 2004). This is the use of questionnaires for large surveys which includes multiple choice questions and scales are also made use of, whereby specific answers are anticipated. The source of data came from questionnaire. Quantitative survey method of research was used; this is a method whereby questions are administered to participants through the use of questionnaires. Once the questions are answered, responses gotten are then described analysed by the researcher.

This chapter also describes procedures for the data analysis. The basic objective of this research was exploratory; it aimed to answer fundamental questions that every student is confronted with relating to exercise of swimming pool in sport education faculties of North Iraq.

Study area the research covers four public universities in Northern Iraq; these public universities are Sulumaniah University 225 students, Salahaddin University 225 students, Garman University 125 students and Halbja University 125 students. In order to know the suitable sample size for the survey, should be influenced by the reason in which the survey is being conducted and how much budget you have made for it. Important findings could be missed if the sample size chosen is too small and if the sample size is too big, valuable time and resources could be wasted. The reason I have opted for four public universities to cover entire Northern Iraq's universities. Also the reason I have chosen just two of them is because whatever response get from these two banks can be used to predict the reaction of other universities in Northern Iraq including

private universities. Some other reasons for the choice of these universities is lack of poor transportation system in the region that is to say, movement of the researcher from one place to another to distribute the questionnaires will not be efficient based on the research was time bound. Going forward, the lack of adequate funds to carry out this research was a major constraint as the researcher didn't have enough funds both for the printing of a large number of questionnaires and to pay for transportation fare, if I had used all the public and private universities in Northern Iraq.

3.2 Subject

This study focused on how Students trend toward the exercise of swimming pool in sport education faculties of North Iraq. Therefore, population of this study include all the students who are studying in different universities in the north of Iraq. The research covers four public universities in Northern Iraq; these public universities are Sulumaniah University, Salahaddin University, Garmyan University and Halbja University. The population of students who are participating in swimming activities at the four universities are 1500 students. This implies that the total numbers of students under study are 1500 students.

The reason I have opted for four public universities to cover entire Northern Iraq's universities. Also the reason I have chosen just two of them is because whatever response I get from these two banks can be used to predict the reaction of other universities in Northern Iraq including private universities. Some other reasons for the choice of these universities is lack of poor transportation system in the region that is to say, movement of the researcher from one place to another to distribute the questionnaires will not be efficient based on the research was time bound. Going forward, the lack of adequate funds to carry out this research was a major constraint as the researcher didn't have enough funds both for the printing of a large number of questionnaires and to pay for transportation fare, if I had used all the public and private universities in Northern Iraq.

3.3 Sampling techniques

Four public universities Sulumaniah University, Salahaddin University, Garmyan University and Halbja University, were selected; the researcher was able to determine the sample size of the respondents by getting the list of total number of students studying in the selected universities through staff. Then the researcher was able to determine the number of questionnaire to be distributed from the list which provided by university's staff that was obtained from the each class. In order to know the suitable sample size for the survey, should be influenced by the reason in which the survey is being conducted and how much budget you have made for it. Important findings could be missed if the sample size chosen is too small and if the sample size is too big, valuable time and resources could be wasted. The questionnaire was distributed to the entire students of the selected universities. The questionnaires were handed to the student's representatives of these universities who in turn distributed it to the respondents and after completion was returned to the researcher. This was done not to disclose the identity of the respondents and for maintenance of confidentiality. A total of 700 subjects were surveyed and all these were valid which generated as usable response rate of 64%, and was used for the purpose of this research. I wanted to get the opinion of every member of students in the selected universities, can see in the table below.

Table 1: Distribution of sample research on universities

University Names	Number Students	%
Sulumaniah	225	32.15
Salahaddin	225	32.15
Garmyan	125	17.85
Halbja	125	17.85
Total	700	100%

3.4 Research Instruments

Primary data were collected to study the Students trend toward the exercise of swimming pool in sport education faculties of North Iraq. For the purpose of this study, a structured questionnaire consisting of 34 questions, and the demographic questions of the students, which were adopted from my literature review about established literature gaps addressing the subject area. According to (Rababa and Zaman, 2011), the most vital part of every survey is the questionnaire. The outcome of any survey depends significantly on the questionnaire and the way it has been designed regardless of how the conversation has taken place.

Questionnaire variable elements on student tendency towards swimming were adopted from a study by Ghofrani and Golsanamlou (2012), Dunlavy (2008). This is because such studies offered a relatively high exploration of issues affecting student tendency such as fear and lack of confidence. Few refinements were however made so as to ensure that the study does not adopt same errors made with these previous studies and at the same time ensuring that the research remains time conscious, captures and addresses research aims.

The questionnaire was developed through a method adopted from SPSS survey tips. The questionnaire was made up of closed ended questions, which were made for questions to be easily answered with a single answer. The questionnaire has also avoided the use of double-barrelled questions i.e. asking of questions about two subjects at the same time. Questions asked have been made easy to understand. The researcher used a three point Likert scale with value ranging from 1-3 to measure the current study representing, 1 strongly agree, 2 agree and 3 disagree respectively, thus the highest value of the questionnaire is 150 and the lowest value of the questionnaire is 30. That the lowest figure accept hypothesis is 1.12

The questionnaire was organized into two sections and was used to collect primary data from students. Section one consisted of 4 questions, which included questions relating to demography such as age, gender, marital status and level of academics. The second section was designed to rest respondents on Students trend toward the exercise of swimming pool in sport education faculties of North Iraq (see appendix 1).

3.5 Reliability of Questionnaire

To ensure the proof of the tool in the search, the researcher showed the coefficient of Cronbach's Alpha, was incorporated into the study so as to aid in assessing the reliability of the variable elements. Such is important because it helps to determine the internal consistency of the utilised variables (Bland & Altman, 1997). Cronbach's alpha was based on the 700 questionnaires that were distributed to students from Sulumaniah University, Salahaddin University, Garmyan University and Halbja University. The respondents were given a time frame of 3 days to complete the questionnaires so as to create conducive atmosphere upon which reliable results can be retrieved from them and analyzing there, and the reliability (r) Cronbach's alpha for questionnaire all items: 0.795, where it is a very good percentage to the sincerity of the tool, the proof coefficient with the coefficient of answers of each question as shown in the appendix 2. Thus the highest value of the questionnaire is 150 and the lowest value of the questionnaire is 30. That and the reliability Cronbach's alpha for Item "I exercise swimming for it gives an opportunity to make friendships and relations" were: .812, this value is considered as credibility in the item, and said "agree" with this item by the expert opinions.

3.6 Validity of Questionnaire

Questionnaire is originally in Arabic language and subjects of the study were Kurds so the researcher translated the questionnaire into Kurdish language. To verify the accuracy of the translation, the researcher asked two English language specialists, who are Kurds Huzan Abdullah Yousif and Aveen Sarma, the qualifications are assistant lecturer in Duhok University/ Iraq, Master in English language (see Appendix 3), to translate back the Kurdish form of the questionnaire into English to, ensure the validity of the questionnaire.

3.7 Pilot Study

Prior to the final administration of the questionnaire, the research instrument was conducted in a pilot study on 20 students were selected by a colleague of the researcher from chosen universities. The assistance of the pilot study the researcher became aware

of what students need in order to complete the survey. During the research the instructions were provided to the students by the researcher and 3 point Scale (with values 1-3) was written to the whiteboard in order to make everything clear for the students. Their class teachers were also in the classroom during the research and assisted them when they need direction. Accordingly, students thought that might have an impact on their English grades during the pilot study, therefore in each class during the research students were told that this research is done only for academic purpose and their teacher will not see students' responses to make students more comfort during fulfilling the survey.

The researcher's contact provide channels to approach the universities located in Sulumaniah and encourage participants to respond positively, which would not have been possible otherwise as students in Northern Iraq and particularly female students are culturally inclined to be reserved with strangers. The respondents were approached beforehand to seek their willingness to participate in the research. Pending acceptance, they were then approached and met with prior appointment made it important to seek their willingness to participate and make an appointment beforehand as it meant that they could devote sufficient time to fill the questionnaires which was essential to the research.

3.8 Data analysis and presentation procedures

The questionnaire of the study was distributed, 34 questions respectively to the students of faculties of sports education in North Iraq, of the participated category age 18-24 years and above, In addition, huge focus is placed on Sulaymaniyah University, Salahaddin University, Halabja University, and Garmian University in the exercise of swimming. The study period spanned from the academic year 2016 – 2017. Eventually, the data were collected from the participants. Finally, 700 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity.

After collecting the data from each of the participants in the sample, frequency and descriptive statistical software SPSS is used for data analysis also were used to find out the results of the present study and find the influence under level $p \leq 0.05$.

- Percentage (%): Percentage used to calculate the person of subscribers in the current research description.
- Arithmetic mean \pm standard deviation ($\bar{x} \pm SD$): Use to calculate Statistical dispersion.
- T-test of one sample (T): Its value is used to calculate Statistical hypothesis one sample of the research community.
- T-test for two independent samples (T): Its value t is used to calculate test for knowledge of the significance of differences between the two averages in the census two independent male and female variables, as well as marital status married - single.
- One-way analysis of variance ANOVA (F): ANOVA is used statistics to calculate Comparison between averages tow variables, age and class.

CHAPTER 4

RESULTS

4.1 Summary of the Methodology

Results will be displayed in accordance with the objectives of the research, as follows: The aim of the study was to generally identify the trends and tendency of the students towards the exercise of the swimming in North Iraq. To achieve this goal, the data contained in research used T- test for one sample, and the results related to the first dimension showed in the tool. This study is also aimed to find out significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, stage. To achieve this goal, the data contained in research used T- test for two sample gender, marital status, and One-way analysis of variance test ANOVA to find the physical education students' tendency towards the exercise of swimming in North Iraq among ages, stage, and his study is also aimed to find out students behavioural traits obtained from the questionnaire. To achieve this aim was extracted the arithmetic mean and standard deviation for to determine students behavioural traits obtained from the questionnaire.

4.2 Descriptive of the sample

Table below shows the frequency about the descriptive of the sample according to gender, age, marital status, stage about the participants.

Table 2: Descriptive of the sample according to gender, age, marital status, stage

Demographic	N	%
Gander		
Male	396	56.57
Female	304	43.43
Age		
18-19	262	37.43
20-21	210	30.00
22-23	180	25.72
24-above	48	6.85
Marital Status		
Single	69	9.85
Married	631	90.15
Stage		
First year	74	10.57

Second year	67	9.57
Third year	243	34.71
Fourth year	316	45.14

As seen in the table 2 demographic form of the present study has been reported by frequency statistical method. The participants were male and female, the number of male was% 56.57 (n=396) and the number of female participants was% 43.4 (n=304). The number of participants according to age were 19-20years were % 37.435 (n=262), 20-21 years were %30 (n=210), were 22-23 years were %25.72 (n=180), 24-above years were 6.85 (n=48). The number of participants according to marital status reported the single were 9.85% (n=69), married were 90.15% (n=631). The number of participants according to stage reported that were first year were % 10.57 (n=74), second year were 9.57% (n=67), third year were 34.71% (n=243), fourth year were 45.14% (n=316).

4.3 What is the trend of the students towards the exercise of the swimming in North Iraq?

In order to answer this research question, of one sample t-test will calculate of arithmetic mean and standard deviation for to calculate the trend of the students towards the exercise of the swimming in North Iraq can see in the table below.

Table 3: Trend of the students towards the exercise of the swimming according to generally participant

	N	\bar{x}	S.d	t	P
Trend of the students	700	44.35	6.08	192.92	.000*

p< 0.05

As seen in the Table 3 form of the present study has been reported the descriptive statistics about the participants, the result of one sample t-test ($t(699) = 192.92$, $p<0.05$), this means that there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to generally participants. The research interpreted that Individuals of research

sample have the trends and tendency towards the exercise of the swimming; it was also found that this result is consistent with the concept of hypothesis.

4.4 Are there a significant difference between the average degrees in the physical education students' tendency towards the exercise of swimming in North Iraq according to their gender?

In order to answer this research question for two independent samples of t-test will calculate the physical education students' tendency towards the exercise of swimming in North Iraq according to their gender which can be seen in the table below.

Table 4: Trend of the students towards the exercise of the swimming of male and female participants

	Gender	N	\bar{x}	S.d	t	p
Trend of the students	Male	396	44.36	6.08	144.98	0.00*
	Female	304	44.19	6.09		

$P < 0.05$

Table 4 shows the result for two independent samples of t-test ($t(395,303) = 144.98, p < 0.05$), this means there is a significant difference between the mean scores of the research sample in trend of the students towers the exercise of the swimming according to gender (male and female). The Cohen's d value of the effect size is calculated as 0.02 (small), The researcher found that the reason for this that male and females, that there are a significant differences in the physical education students' tendency towards the exercise of swimming because have the same degree of freedom in spite of difficulty and commitment, as well as implementation tasks; it was also found that this result is consistent with the concept of hypothesis.

4.5 Are there a significant difference between the average degrees in the physical education students' tendency towards the exercise of swimming in North Iraq according to their Age?

In order to answer this research question, the age was divided into four categories (18 to 24 and above) and was extracted the arithmetic mean and standard deviation for each category, and then analysis of variance test ANOVA to find the physical education students' tendency towards the exercise of swimming in North Iraq among ages as in the table 5.

Table 5: Trend of the students towards the exercise of the swimming among ages

<u>Age</u>	<u>N</u>	<u>\bar{x}</u>	<u>F</u>	<u>P</u>
18-19	262	44.63	1.167	0.271
20-21	210	44.23	0.727	0.825
22-23	180	44.20	0.770	0.774
24-and above	48	46.22	1.002	0.482

$p > 0.05$

Table 5 show the results of variance test ANOVA for trend of the students towards the exercise of the swimming among age 18-19($F(44.63 \pm 6.08) = 1.167, P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming among age 18-19.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming among age 20- 21($F(44.23 \pm 6.11) = 0.727, P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming among age 20-21.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming among age 22- 23($F(44.20 \pm 6.20) = 0.770, P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming among age 20-21.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming among age 24-and above ($F(46.22 \pm 5.47) = 1.002, P > 0.05$),

this means there is no a significant difference between trend of the students towards the exercise of the swimming among age 24-and above.

The researcher found that the reason for that there are no significant differences in the physical education students' tendency towards the exercise of swimming according to age; which means they reject the hypothesis

4.6 Are there a significant difference between the average degrees in the physical education students' tendency towards the exercise of swimming in North Iraq according to their marital status?

In order to answer this research question for two independent samples of t-test will calculate the physical education students' tendency towards the exercise of swimming in North Iraq according to their marital status which can be seen in the table below.

Table 6: Trend of the students towards the exercise of the swimming of participants according to their marital status

Trend of the students	Marital status	N	\bar{x}	S.d	t	P
	Single	631	44.30	6.14	181.00	*0.00
	Married	69	44.14	5.98		

$p < 0.05$

Table 6 shows the result for two independent samples of t-test ($t(630,68)=181.00$, $p < 0.05$), this means there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to Marital status (single, married). The Cohen's d value of the effect size is calculated as 0.02 (small), The researcher found that the reason for this that single and married, that there are a significant differences in the physical education students' tendency towards the exercise of swimming because have the same degree of freedom; it was also found that this result is consistent with the concept of hypothesis.

4.7 Are there a significant difference between the classes in the physical education students' tendency towards the exercise of swimming in North Iraq according to their stage?

In order to answer this research question, the stage was divided into four phase (first year, second year, third year, and fourth year) and was extracted the arithmetic mean and standard deviation for each stage, and then analysis of variance test ANOVA to find the physical education students' tendency towards the exercise of swimming in North Iraq among stage as in the table 7.

Table 7: Trend of the classes of the students towards the exercise of the swimming among class

Stage	N	\bar{x}	S.d	F	P
First year	74	44.86	5.60	0.654	0.799
Second year	67	43.85	6.36	0.698	0.807
Third year	243	44.62	6.12	0.777	0.769
Fourth year	316	44.66	6.03	0.896	0.611

$P > 0.05$

Table 7 show the results of variance test ANOVA for trend of the students towards the exercise of the swimming in first stage ($F(44.86 \pm 5.60) = 0.654$, $P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming in first stage.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming in second stage ($F(43.85 \pm 6.36) = 0.698$, $P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming in second stage.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming in third stage ($F(44.62 \pm 6.12) = 0.777$, $P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming in third stage.

The results of variance test ANOVA for trend of the students towards the exercise of the swimming in fourth stage ($F(44.66 \pm 6.03) = 0.896$, $P > 0.05$), this means there is no a significant difference between trend of the students towards the exercise of the swimming in fourth stage.

The researcher found that the reason for that there are no significant differences in the physical education students' tendency towards the exercise of swimming according to stage; it was found that the hypothesis was rejected.

4.8 Are there behavioural traits of students such as fear and lack confidence cause people to dislike swimming?

In order to answer this research question, was extracted the arithmetic mean and standard deviation for to determine students behavioral traits obtained from the questionnaire, that the lowest figure accept hypothesis is 1.12, and the lowest figure reject the hypothesis is 1.11 in the arithmetic mean can see in the table below.

Table 8. The results of mean and standard deviation obtained from the questionnaire

NO	Questions	Agree	Strongly Agree	disagree	N	\bar{x}	S.d	%
1	I exercise swimming for it gives an opportunity to make friendships and relations	215	400	85	700	1.45	.632	62.8
2	I feel bored when I swim	151	385	164	700	2.54	.956	86.2
3	I feel comfort while swimming for it gives me a lot of courage	255	350	95	700	1.57	.928	85.3
4	I dislike swimming and I don't care of it	108	400	192	700	2.79	.535	84.4
5	I feel the exercise of swimming pool because it is a way to achieve hobbies.	198	377	125	700	1.49	.692	62.9
6	I like swimming consumes as more of my energy as I can't take	168	395	137	700	1.35	0.607	72.0
7	I interested in finding out more information about the latest teaching aids and devices to assist in teaching swimming.	210	355	135	700	1.37	0.617	70.9
8	I feel excited to practice and do more exercises to reach a higher level in swimming	118	407	175	700	1.38	.632	69.9

9	I feel the desire to process scenes swimming lessons to see the motor skills that should I learn.	199	485	16	700	1.43	.657	66.1
10	I feel happy when I swim	241	398	61	700	1.48	.688	63.3
11	My interest in reading and access to scientific books dealing with scientific training helped me in teaching swimming.	145	410	145	700	1.48	.688	63.3
12	I fell interested and confident while swimming	187	410	103	700	1.35	.607	71.9
13	I am Interested to read scientific research to improve the education and training of swimming.	98	415	187	700	1.37	.623	70.4
14	I dislike working in the field of swimming (trainer, teacher, or referee) after graduating	88	340	272	700	1.38	.630	69.7
15	I wish to become a member in the swimming unions so as to work in the field	57	318	325	700	1.41	.641	84.1
16	I feel attracted to swimming since before I come to college	94	247	359	700	1.46	.681	64.6
17	I dislike swimming as a profession as there is no sufficient information of it	92	347	261	700	1.35	.610	71.7
18	I want to participate in the fields and contests of swimming	102	312	286	700	1.37	.618	84.1
19	I keep learning about the ways of teaching swimming as I want to become a teacher after graduating	91	294	315	700	1.38	.630	69.7
20	I gain more information, techniques and knowledge to study the psychological factors of the swimmers	108	247	345	700	1.41	.639	67.4
21	I work hard in the swimming courses as I wish to become a referee after graduating	96	348	256	700	1.49	.684	62.3
22	Make sure to discuss and analyze the results of the swimming championships for understanding and knowledge.	121	314	265	700	1.36	.610	71.6
23	I want to participate in fields related to learning swimming	185	157	358	700	1.37	.620	70.9
24	I do swim as it increases my body energy	128	297	275	700	1.39	.633	69.4
25	I feel tired and fatigue when exercising swimming.	95	318	287	700	1.41	.639	67.4

26	I swim to participate in the classes and as it is an obligatory course	79	247	374	700	1.49	.684	62.3
27	I want to spend my leisure time in reading materials of how to learn swimming	104	208	388	700	1.35	.609	72.0
28	I practice swimming as it gives me cosmetic advantages such as the harmony of my organs	98	249	353	700	1.37	.620	70.7
29	I watch the training of the college team and not participating as a member	116	287	297	700	1.39	.633	69.6
30	I dislike swimming as I fear sinking and am not confident in myself	103	248	349	700	1.41	.651	67.6

In the table 8 show the results of mean and standard deviation obtained from the questionnaire according to the item about the behavioural traits of students such as fear and lack confidence cause people to dislike swimming, according to 30 questionnaire regarding the behavioural traits of students are said “agree” with , “I exercise swimming for it gives an opportunity to make friendships and relations” received $1.45 \pm .632$ with 62.8%, “I feel bored when I swim” received $2.54 \pm .856$ with 86.2%, “I feel comfort while swimming for it gives me a lot of courage” received $1.57 \pm .928$ with 85.3%, “I dislike swimming and I don’t care of it” received $2.79 \pm .535$ with 84.4%, “I feel the exercise of swimming pool because it is a way to achieve hobbies” received $1.49 \pm .692$ with 62.9%,” I like swimming consumes as more of my energy as I can’t take” received 1.35 ± 0.607 with 72.0%,” I interested in finding out more information about the latest teaching aids and devices to assist in teaching swimming” received 1.37 ± 0.617 with 70.9%, “I feel excited to practice and do more exercises to reach a higher level in swimming” received $1.38 \pm .632$ with 69.9%, “I feel the desire to process scenes swimming lessons to see the motor skills that should I learn” received $1.43 \pm .657$ with 66.15%,” I feel happy when I swim” received $1.48 \pm .688$ with 63.3%,” My interest in reading and access to scientific books dealing with scientific training helped me in teaching swimming” received $1.48 \pm .688$ with 63.3%,” I fell interested and confident while swimming” received $1.35 \pm .607$ with 71.9%,” I am Interested to read scientific research to improve the education and training of swimming” received $1.37 \pm .623$ with 70.4%,” I dislike working in the field of swimming (trainer, teacher, or referee) after graduating” received $1.38 \pm .630$ with 69.7%,” I wish to become a member in the swimming unions so as to work in the field” received $1.41 \pm .641$ with 84.1%,” I feel

attracted to swimming since before I come to college” received $1.46 \pm .681$ with 64.6%,” I dislike swimming as a profession as there is no sufficient information of it” received $1.35 \pm .610$ with 71.7%,” I want to participate in the fields and contests of swimming” received $1.37 \pm .618$ with 84.1%,” I keep learning about the ways of teaching swimming as I want to become a teacher after graduating” received $1.38 \pm .630$ with 69.7%,” I gain more information, techniques and knowledge to study the psychological factors of the swimmers” received $1.41 \pm .639$ with 67.4%,” I work hard in the swimming courses as I wish to become a referee after graduating” received $1.49 \pm .684$ with 62.3%,” Make sure to discuss and analyze the results of the swimming championships for understanding and knowledge” received $1.36 \pm .610$ with 71.6%,” I want to participate in fields related to learning swimming” received $1.37 \pm .620$ with 70.9%,” I do swim as it increases my body energy” received $1.39 \pm .633$ with 69.4%,” I feel tired and fatigue when exercising swimming” received $1.41 \pm .639$ with 67.4%,” I swim to participate in the classes and as it is an obligatory course” received $1.49 \pm .684$ with 62.3%,” I want to spend my leisure time in reading materials of how to learn swimming” received $1.35 \pm .609$ with 72.0%,” I practice swimming as it gives me cosmetic advantages such as the harmony of my organs” received $1.37 \pm .620$ with 70.7%,” I watch the training of the college team and not participating as a member” received $1.39 \pm .633$ with 69.6%,” I dislike swimming as I fear sinking and am not confident in myself” received $1.41 \pm .651$ with 67.6%. That the lowest figures accept hypothesis is 1.12, it was found that this result is consistent with the concept of hypothesis.

4.9 The research interpretation

The research found this statistics has to be done for every question on the questionnaire. There is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to gender (male and female). There is no a significant difference between trend of the students towards the exercise of the swimming according to age (18-19, 20-21, 22-23, 24-and above). There is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to marital status (single, married).

CHAPTER 5

DISCUSSION

This study was aimed at finding the generally identify the trends and tendency of the students towards the exercise of the swimming in North Iraq, also aimed to find out significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, stage. And his study is also aimed to find out students behavioural traits obtained from the questionnaire. After using statistical program to analyze the data, work tables, charts and finding influence under level $P < 0.05$, the results showed as in the table 3 about trends and tendency of the students towards the exercise of the swimming in North Iraq, According to the findings of the study, that there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to generally participants, in this case hypothesis was accepted. The study was carried out by Burroughs, that there is a significant difference between the mean scores of the research sample in trends among the Semi-Active Students and the Active Students emerged from the data, demonstrating implications for future research and practice (Burroughs, 2017). the study by Howard et al., who recognized and understood the connects of school youngsters' physical instruction movement investment are basic to advancing present and deep rooted physical action interest of students, they found that the majority of participants were disagreed in regard of feeling bored when they are swimming; moreover among different elements, youngsters' states of mind are thought to be a key component impacting physical action interest (Howard et al., 2011). The supported by finding established by Gnanendran, et al., focused on the measure of practice attempted by restorative understudies, clinicians, and game researchers with the National Australian Physical Activity Guidelines, according to their study, they found that the majority of students are comfort feeling, and they are swimming, and motivates them to exercise more (Gnanendran, et al., 2011).

The result of the hypothesis in this study relates the find out significant differences in the physical education students' tendency towards the exercise of swimming in North Iraq in terms of: gender, age, marital status, class. The results showed as in the table 4 about the trend of the students towards the exercise of the swimming of male and

female participants, that there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to gender (male and female), that the male $n=396$, female $n=304$, and that $p<0.05$, it was found that this result is consistent with the concept of hypothesis. The study conducted by Milanović, et al., who pointed that there is need to decide the significance that college understudies give physical movement, to recognize those game exercises that college understudies incline toward and would need to be required in, and to decide the distinctions in state of mind towards singular games exercises with respect to sexual orientation, they found that the majority of participants would like to swim (Milanović, et al., 2013). The previous study was supported this finding as according to Hward, et al., they recognized and understood the connects of school youngsters' physical instruction movement investment are basic to advancing present and deep rooted physical action interest of students. Among different elements, youngsters' states of mind are thought to be a key component impacting physical action interest (Howard, et al., 2011).

The results showed as in the table 5 about trend of the students towards the exercise of the swimming according to the age, that there is no significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to age, in this case hypothesis was rejected. The study by Howard, et al., they recognized and understood the connects of school youngsters' physical instruction movement investment are basic to advancing present and deep rooted physical action interest of students, among different elements, youngsters' states of mind are thought to be a key component impacting physical action interest. Furthermore, they found that the majority of participants feel happy when they swim (Howard, et al., 2011). The results showed as in the table 6 about trend of the students towards the exercise of the swimming according to their marital status (single, married), that there is significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to their marital status (single, married), that the single $n=631$, married $n=69$, and that $p<0.05$, it was found that this result is consistent with the concept of hypothesis. The study by Burroughs, that there is significant difference between the mean scores of the research

sample in trend of the students towards the exercise of the swimming according to single, and married, that physical abilities were perceived as less developed than that of their peers, they started to feel self-conscious when performing in physical education classes. The active students continued to be physically active and were primarily motivated by their intrinsic interest in sports. Positive feedback from teachers and coaches were also influential, although certain aspects of these themes affected women in different ways (Burroughs, 2017). The results showed as in the table 7 about trend of the students towards the exercise of the swimming according to the class, first year $n=74$, second year $n=67$, third year $n=243$, and fourth year $n=316$, and that $p>0.05$, that there is no significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to stage, in this case hypothesis was rejected. The study by Milanović, The outcomes demonstrated that there is no significant difference between stage in the swimming (Milanović, et al., 2013). Bailey undertook a study to examine the educational benefits and tendencies claimed for physical education and school sport. The results showed that the educational benefits claimed for physical education and school sport. The findings also showed that the mechanisms by cognitive and academic developments are barely understood. There is, however, some persuasive evidence to suggest that physical activity can improve children's concentration and arousal, which might indirectly benefit academic performance. As a result, these are strongly believed to be the major influencers of student participation in physical education and sports. Alternatively, it is noted that benefits are what drives student tendency to engage in sporting activities (Bailey et al., 2007).

The results showed as in the table 8 about the behavioural traits of students such as fear and lack confidence cause people to dislike swimming, according to 30 questionnaire regarding the behavioural traits of students are said "agree", and that the lowest figure accept hypothesis is 1.12, and the lowest figure reject the hypothesis is 1.11, it was found that this result is consistent with the concept of hypothesis. The study by Dunlavy, undertook an exploration of university students' attitudes towards physical activity and the importance of physical activity, the results showed that physical activities are an important element in sports, the results further showed that student

tendencies were to some extent influenced by confidence and fear levels among sportsmen (Dunlavy, 2008). The study by Nikos undertook a meta-analysis of perceived locus of causality in exercise, sport, and physical education contexts, the study results implied that students' desire to participate in sports and physical education are a function of perceived competences, confidence or fear related aspects (Nikos et al., 2003).

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

This study measured the physical education students' tendency towards the exercise of swimming in North Iraq. The total number of all participants of the study was 700 students'. The total for males was 396 and females 304, the proportion of males is 57% and females 43% in the exercise of swimming in North Iraq, to collect the data, SPSS statistical methods was used to analyze the descriptive data.

The result of the present study has been reported the descriptive statistics about the participants, the score of one sample that there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to generally participants (t-test, $t=192.92$, $p>0.05$). There is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to gender (male and female) ($t= 1.274$, $p>0.05$). The score of variance test ANOVA for trend of the students towards the exercise of the swimming among age 18-19 years, 20- 21 years, 22- 23 years, 24 years- and above, was $P<0.05$, that there is no a significant difference between trend of the students towards the exercise of the swimming according to their ages. That there is a significant difference between the mean scores of the research sample in trend of the students towards the exercise of the swimming according to Marital status (single, married) (t-test, $t=181.00$, $p>0.05$). That there are no a significant difference between trend of the students towards the exercise of the swimming according to their class in first class, second class, third class, and fourth year class ($P<0.05$).

The results of mean and standard deviation obtained from the questionnaire according to the item about the behavioural traits of students such as fear and lack confidence cause people to dislike swimming, according to 30 questionnaire regarding the behavioural traits of students are said "agree" with , "I exercise swimming for it gives an opportunity to make friendships and relations" received $1.45\pm.632$ with 62.8%, "I feel bored when I swim" received $2.54\pm.856$ with 86.2%, "I feel comfort

while swimming for it gives me a lot of courage” received $1.57 \pm .928$ with 85.3%, “I dislike swimming and I don’t care of it” received $2.79 \pm .535$ with 84.4%, “I feel the exercise of swimming pool because it is a way to achieve hobbies” received $1.49 \pm .692$ with 62.9%, “I like swimming consumes as more of my energy as I can’t take” received 1.35 ± 0.607 with 72.0%, “I interested in finding out more information about the latest teaching aids and devices to assist in teaching swimming” received 1.37 ± 0.617 with 70.9%, “I feel excited to practice and do more exercises to reach a higher level in swimming” received $1.38 \pm .632$ with 69.9%, “I feel the desire to process scenes swimming lessons to see the motor skills that should I learn” received $1.43 \pm .657$ with 66.15%, “I feel happy when I swim” received $1.48 \pm .688$ with 63.3%, “My interest in reading and access to scientific books dealing with scientific training helped me in teaching swimming” received $1.48 \pm .688$ with 63.3%, “I fell interested and confident while swimming” received $1.35 \pm .607$ with 71.9%, “I am Interested to read scientific research to improve the education and training of swimming” received $1.37 \pm .623$ with 70.4%, “I dislike working in the field of swimming (trainer, teacher, or referee) after graduating” received $1.38 \pm .630$ with 69.7%, “I wish to become a member in the swimming unions so as to work in the field” received $1.41 \pm .641$ with 84.1%, “I feel attracted to swimming since before I come to college” received $1.46 \pm .681$ with 64.6%, “I dislike swimming as a profession as there is no sufficient information of it” received $1.35 \pm .610$ with 71.7%, “I want to participate in the fields and contests of swimming” received $1.37 \pm .618$ with 84.1%, “I keep learning about the ways of teaching swimming as I want to become a teacher after graduating” received $1.38 \pm .630$ with 69.7%, “I gain more information, techniques and knowledge to study the psychological factors of the swimmers” received $1.41 \pm .639$ with 67.4%, “I work hard in the swimming courses as I wish to become a referee after graduating” received $1.49 \pm .684$ with 62.3%, “Make sure to discuss and analyze the results of the swimming championships for understanding and knowledge” received $1.36 \pm .610$ with 71.6%, “I want to participate in fields related to learning swimming” received $1.37 \pm .620$ with 70.9%, “I do swim as it increases my body energy” received $1.39 \pm .633$ with 69.4%, “I feel tired and fatigue when exercising swimming” received $1.41 \pm .639$ with 67.4%, “I swim to participate in the classes and as it is an obligatory course” received $1.49 \pm .684$ with 62.3%, “I want to spend my leisure time in reading materials of how to learn swimming” received $1.35 \pm .609$ with 72.0%, “I

practice swimming as it gives me cosmetic advantages such as the harmony of my organs” received $1.37 \pm .620$ with 70.7,” I watch the training of the college team and not participating as a member” received $1.39 \pm .633$ with 69.6,” I dislike swimming as I fear sinking and am not confident in myself” received $1.41 \pm .651$ with 67.6%.

6.2 Recommendations

Based on the research findings, the researcher recommended the followings:

- i. This study focused on the Physical education students’ tendency towards the exercise of swimming in North Iraq. We recommend a further procedure to study and investigate the Physical education students’ tendency towards the exercise of swimming in Iraq.
- ii. Following the same methodology with testing on players whose ages are in the range (12- 17) instead of testing on players whose ages are in the range (18- and above).
- iii. Following the same methodology but instead of testing on male and female players, the researcher could test on the male players only in various ranges of ages.

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APPENDIX- 1

Questionnaires

The aim of the questionnaire to know Students trend toward the exercise of swimming pool in sport education faculties of North Iraq. This questionnaire is explicitly designed for a thesis research study. And will use all the information collected accurately for the purpose of this thesis work and handle the utmost confidentiality. And it will use the data collected from the questionnaire as a report in the Master Thesis in the Department of Physical Education and Sport Teaching, University of the Near East. The following set of questions required a good read and determines the answer by (✓) applicable to the gateway, and you are right for you. Thanks for your considerations:

RANJBAR ISMAEL RAMADHAN (Master Student)

Dr. NAZINIM BURGUL (Supervisor)

Demographic Information:

1- Age: 18-20 21-23 24-26 27-30 31-35

2- Gender: Male Female

3- Marital status: Single Married

4- Stage: First Stage Second Stage Third Stage Fourth Stage

No	Questions	Strongly Agree	Agree	Disagree
1	I exercise swimming for it gives an opportunity to make friendships and relations			
2	I feel bored when I swim			
3	I feel comfort while swimming for it gives me a lot of courage			
4	I dislike swimming and I don't care of it			
5	I feel the exercise of swimming pool because it is a way to achieve hobbies.			
6	I like swimming consumes as more of my energy as I can't take			
7	I interested in finding out more information about the latest teaching aids and devices to assist in teaching swimming.			
8	I feel excited to practice and do more exercises to reach a higher level in swimming			
9	I feel the desire to process scenes swimming lessons to see the motor skills that should I learn.			
10	I feel happy when I swim			
11	My interest in reading and access to scientific books dealing with scientific training helped me in teaching swimming.			
12	I fell interested and confident while swimming			
13	I am Interested to read scientific research to improve the education and training of swimming.			
14	I dislike working in the field of swimming (trainer, teacher, or referee) after graduating			
15	I wish to become a member in the swimming unions so as to work in the field			
16	I feel attracted to swimming since before I come to college			
17	I dislike swimming as a profession as there is no sufficient information of it			
18	I want to participate in the fields and contests of swimming			
19	I keep learning about the ways of teaching swimming as I want to become a teacher after graduating			

-
- 20 I gain more information, techniques and knowledge to study the psychological factors of the swimmers
-
- 21 I work hard in the swimming courses as I wish to become a referee after graduating
-
- 22 Make sure to discuss and analyze the results of the swimming championships for understanding and knowledge.
-
- 23 I want to participate in fields related to learning swimming
-
- 24 I do swim as it increases my body energy
-
- 25 I feel tired and fatigue when exercising swimming.
-
- 26 I swim to participate in the classes and as it is an obligatory course
-
- 27 I want to spend my leisure time in reading materials of how to learn swimming
-
- 28 I practice swimming as it gives me cosmetic advantages such as the harmony of my organs
-
- 29 I watch the training of the college team and not participating as a member
-
- 30 I dislike swimming as I fear sinking and am not confident in myself
-

APPENDIX 2

استمارة الاستبيان

((الاتجاه طلبية نحو ممارسة سباحة في كليات التربية الرياضية في شمال العراق))

سيتم استخدام البيانات التي يتم جمعها من الاستبيان كتقرير في رسالة ماجستير في قسم التربية الرياضية، في جامعة الشرق الأدنى.

لهو كۆمهله برسيارهى خوارهوه بيوسته به جوانيه بيخوينيتهوهو نيشانهى (✓) له بيئش ئه وه لآمه دانيه كه لاي به پريزت به سنده .

زانبارى كه سيئى:

1- ته من :

31 - 30 - 27 26 - 24 23 - 21 20 - 18 35

2- ره گهن: نير مى

3- بارى خيزانى: سهلت خيزاندار

4- قوناغ: قوناغى يه كم قوناغى دوهم قوناغى سى يه م قوناغى جواره م

ث	برسيار	به ته واوى	پازنيم	ناپازنيم
1				مه له ئه كم بو ئه وهى دهره فته تيكم بى بدات بو دروسكردى به يوه ندى هاوريئى له گهل كه سانى تردا
2				كاتيك مه له ئه كم ههست به بيزارى ده كم
3				له ساتى مه له كردندا ههست به ئاسودهى ده كم و هيئرو توانام بى ده به خشيت
4				ههزم له مه له كرد نيه و گوپيشى بى نادم
5				ههزم له مه له كردنه چونكه ريگايه كه بو گه يشتن به هيو او ههز و ئاواته كانم
6				ههست ئه كم مه له كردن وزه يه كى زورم لى ده بات بو يه ئه نجامى نادم

7	که رهسته کانی فیترکاری زورخویشی له وه ئه بینم که زانیاریم هه بیته دهرباره ی فیترکردنی سه ره تایی و به کاره پێنایی
8	ههست به خووشحالی ئه کم کاتیگ راهینان زیاتر ئه کم بۆ گه یشتن به ئاستیکی به رزتر له مه له دا
9	حه ز به سه یرکردنی وانکانی مه له وانێ ده کم بۆ بینینی جوله کارامه یه کان که بیوسته فیتری بم
10	ههست به ئاسوده ی دکه م له کاتی مه له کردندا
11	خووشی ئه بینم له خویندنه وه ی ئه و کتیبه زانستیانه ی که یارمه تیم ده دات بۆ فیتریونی مه له کردن
12	خووشی له وه ئه بینم که متانه ی ته واوم به خوومه له مه له کردندا
13	خووشی ئه بینم له خویندنه وه ی ئه و تووژینه وه زانستیانه ی که گه شه به به روه رده و فیترکردن ده دات له مه له وانیدا
14	حزم به کارکردن ناکم له بواری مه له وانیدا وه ک (راهینه ر. فیترکار. ناویژیوان) له دوای ته واوکردنی زانکو.
15	خوزکه ده بووم به ئه ندامتیک له یه کیه تی مه له وانیدا بۆ ئه وه ی له و بواره دا کارم بکرده یه
16	زور هوگری مه له کردن بووم بیس هاتنم بۆ زانکو
17	حزم له مه له کردن نیه وه کو بیسه یه ک له به ر ئه وه ی هیچ زانیاریه کم نیه له و بواره دا
18	ئاره زووی به شداریکردن ده کم له هوڵ و بیسبرکیه مه وانیه کاندا
19	به رده وام هه ولێ فیتریونی ریگاکانی فیترکردنی مه له وانێ ده دم له به ر ئه وه ی ئه مه ویت بيم به فیترکاری مه له وانێ له دوای ته واوکردنی زانکو
20	حه ز به به دهست هینان و خویندنه وه وهرکرتنی زانیاری زیاترله زانیانی هوکاره دهرونه کانی مه له وان ده کم
21	به باشی کار ده کم له خوله کانی مه له وانیدا هه ر وه ک جۆن ئاواته خوازم بيمه ناویژیوان له دوای ته واوکردنی زانکو
22	دروستکردی دلنییای لای خووم له تاوتوویکردن و شیکردنه وه ی بیسبرکیه کان بۆ تیگه یشتن و زانیانم
23	ئه مه ویت به شداریم له و بوارانیه ی که په یوه سته به فیتریونی مه له وانیه وه

24	مه له ئەكەم له بەر ئەوهی بیۆسته بۆ بەرزکردنەوهی وزەهێ له شم
25	ههست به ماندووبوون و شهكه تبهوون دهكم له کاتی مه له کردندا
26	مه له ئەکم تهنها بۆ به شداربوونم له وانه که چونکه ناچارم
27	ئهمه ویت له کاته به تالەکاندا ئەو بابەتانه بخوینمه وه که ده ربارهی جۆنیتهی فیریونی مه له وانین
28	مه له ئەکم له بەر ئەوهی له شیکی جوان و پیکم بی دەدات
29	سهیری راهینانی تیبی زانکۆ دهکم بی ئەوهی به شداریم له گه لیاندا
30	حه ز له مه له کردن ناکم ترسی خنکانم ههیه و متمانەشم به خودی خۆم نیه

تیبینی:

تکایه له وه لأمی تهواوی برسپارهکان دلنیا به ره وه .

سوپاس بۆ هاوکاری به ریزتان به وه لامدانه وهی سه رجه م پرسپارهکانی سه ره وه .

Appendix 3

The Cronbach's Alpha is used to measure the reliability about the answers of sample

No	Questions	Cronbach's Alpha if Item Deleted
1	I exercise swimming for it gives an opportunity to make friendships and relations	.812
2	I feel bored when I swim	.797
3	I feel comfort while swimming for it gives me a lot of courage	.876
4	I dislike swimming and I don't care of it	.765
5	I like the exercise of swimming pool because it is a way to achieve hobbies.	.799
6	I like swimming consumes as more of my energy as I can't take	.801
7	I interested in finding out more information about the latest teaching aids and devices to assist in teaching swimming.	.732
8	I feel excited to practice and do more exercises to reach a higher level in swimming	.879
9	I feel the desire to process scenes swimming lessons to see the motor skills that should I learn.	.911
10	I feel happy when I swim	.733
11	My interest in reading and access to scientific books dealing with scientific training helped me in teaching swimming.	.756
12	I fell interested and confident while swimming.	.897
13	I am Interested to read scientific research to improve the education and training of swimming.	.705
14	I dislike working in the field of swimming (trainer, teacher, or referee) after graduating	.912
15	I wish to become a member in the swimming unions so as to work in the field	.788
16	I feel attracted to swimming since before I come to college	.845
17	I dislike swimming as a profession as there is no sufficient information of it	.766
18	I want to participate in the fields and contests of swimming	.901
19	I keep learning about the ways of teaching swimming as I want to become a teacher after graduating	.789
20	I gain more information, techniques and knowledge to study the psychological factors of the swimmers	.733
21	I work hard in the swimming courses as I wish to become a referee after graduating	.870
22	Make sure to discuss and analyze the results of the swimming championships for understanding and knowledge.	.811
23	I want to participate in fields related to learning swimming	.722
24	I do swim as it increases my body energy.	.839
25	I feel tired and fatigue when exercising swimming.	.741

26	I swim to participate in the classes and as it is an obligatory course.	.799
27	I want to spend my leisure time in reading materials of how to learn swimming.	.809
28	I practice swimming as it gives me cosmetic advantages such as the harmony of my organs.	.872
29	I watch the training of the college team and not participating as a member.	.711
30	I dislike swimming as I fear sinking and am not confident in myself.	.877

Reliability Statistics

Cronbach's Alpha	N of Items
.795	30

Appendix 4

The following list that help me for translation and corrections in this study:

1. Huzan Abdullah Yousif

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